

EWRT 1As (5 Units)
Composition and Reading
CRN 02631
L 73-A

De Anza College
Fall 2024

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I. Course Description Course: EWRT1A focuses on introduction to university level reading and writing, with an emphasis on analysis, close examination of a variety of texts (personal, popular, literary, professional, academic) from culturally diverse traditions, and practice in common rhetorical strategies used in academic writing and composition of clear, well-organized, and well-developed essays, with varying purposes and differing audiences, from personal to academic. You are expected to practice rhetorical strategies used in academic writing and compose well-organized and well-developed essays based on clear theses that express your points-of-view. You will be assigned readings from our required textbooks and you will get several types of writing assignments, both take-home and in-class. The assignments will focus on the areas of reading comprehension, critical analysis, paragraph development, sentence craft, essay writing, creating dialogue with other texts, and conducting and incorporating some research in writing.

Student Learning Outcomes:

1. Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies.
2. Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives. Upon completion of English 1A, students should possess the ability to perform satisfactorily in college courses that require writing.

Course Themes: THEY SAY/I SAY (Entering the Conversation of Academic Writing):

This is a challenging class that helps you focus on your writing and reading processes via various forms of prose and content. The intent is that by the end of quarter, we will understand that despite feeling powerless against corporations and the media, we can (as people have done) create subtle, personal change by liberating our voice and others via our writing. To achieve this lofty aspiration, this classroom space shall be our workshop, a place where we work together to practice, craft, and hone our writing habits and expertise.

The first weeks of the course are designed to capture clear, concrete ideas on paper and put those ideas into correct written form; however, throughout the course of the quarter, we will also be delving into more mechanical components of writing, ensuring that we gradually learn the rigors of academic writing: thesis development, development of detailed evidence, and understanding of the ways in which ideas are formed into paragraphs, anchored in clear topic concepts and developed into writing from those initial ideas. In short, we will attempt to master numerous forms of prose, with a strong emphasis on the essay. Nevertheless, these moves have a particular pattern, schema that

we will emulate given the some of the templates in our “They Say, I Say” text. In addition, we will incorporate (and understand) the theoretical writing components from Essays and Arguments, constructing fundamentally sound, undergraduate essays.

Texts and Materials: (Accessible on Canvas)

- 1) Graff , Birkenstein. *They Say/I Say: with Readings* (4th Edition). W.W. Norton & Co. Bedford/St. Martins, 2011. Print.
- 2) Larry Beason, Mark Lester. *A Commonsense Guide to Grammar and Usage* (7th Edition). Bedford/St. Martins, 2015.
- 3) Ian Johnston. *Essays and Arguments A Handbook for Writing Student Essays* (Revised Edition). Broadview Press. 2015.

III. Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

- Clear and effective communication of meaning.
- An identifiable focus, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).
- The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively
- Effective use within their own essays of supporting material drawn from reading or other sources.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement)

IV. Student Learning Outcomes (SLOs)

SLO 1: Students shall write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

SLO 2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.

SLO 3: Students shall write complete essays that demonstrate the ability to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.

SLO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

V. Course Assignments/Grades/Essay Format

Grading

Essays (3 at 100, 1 at 150)	450 pts
In-class/Take Home Essay: 1 at 100pts	100pts
Short Writing Assignments: 6 @ 20 points	120 pts
Reading Journals: 10 @ 10 points	100pts
Participation/Attendance	70 pts
Grammar Homework	80 pts
Final Exam (Portfolio Submission)	80pts

Total Possible: 1000 pts

Essay Due Dates

1) Essay #1 Tech	week 3
2) Essay #2 School	week 5
4) Essay #3 Improvement	week 7
5) In Class: American Dream.	week 10
6) Reflective Essay	week 11

Format:

- All formal out-of-class essays must be in MLA style (Modern Language Association Style is the preferred format for college-level English courses. You may be asked to use different formats in your science courses.):
- Typed (font size no larger than Times 12 pt. font), and double-spaced with 1” margins around the edges on 8.5” x 11” paper.
- Please number the bottom center of your pages and staple them in order.
- Please include a title for each essay and label with the following, double-spaced, in the upper left-hand corner (do not include this label in the header area of your document):

MLA Format FORTHCOMING

V. Grading

A: An essay that receives an “A” completes the required assignment with great skill. The essay is well organized and focused. It has a clear thesis statement, as appropriate to the assignment, and that thesis is supported with factual, relevant evidence. Details and anecdotes are used vividly and appropriately. The essay opens with a sharp and engaging introduction and closes with a conclusion that leaves the reader contemplating the ideas in the essay. The vocabulary is ample and collegiate level. The essay is almost entirely free of grammatical errors and has no more than one or two spelling mistakes. It is well-documented and uses source material in varied ways, including correct use of MLA quotations and paraphrasing.

B: An essay that receives a “B” completes the required assignment with competence. This essay is well organized and focused. It has a clear thesis statement, as appropriate to

the assignment, and that thesis is supported with factual, relevant evidence, although the writer may have included a few logical fallacies, such as generalizations. Details and anecdotes may be lacking. The essay opens with clear introduction and closes with a solid conclusion, but both of these may need more style and polish. The vocabulary is collegiate level, but not varied. The essay has a handful of grammatical errors and some spelling mistakes. It is well-documented and uses source material, including the correct use of MLA format.

C: An essay that receives a “C” completes the required assignment with marginal competence. The essay is not entirely focused; perhaps a paragraph is off-track. It has a clear thesis statement, as appropriate to the assignment, and that thesis is supported with factual, relevant evidence, although the writer may have included too many logical fallacies, such as generalizations and biased assumptions. Details and anecdotes are lacking. The essay has a weak introduction and a flat or incomplete conclusion; both of these need more style. The vocabulary is collegiate level, but not varied. The essay has a handful of serious grammatical errors, such as run-ons and fragments, and too many spelling mistakes. It is well-documented and uses source material, including the correct use of MLA format.

D/F: These essays do not properly respond to the assignment. They are too brief, not on topic, not in the theoretical mode assigned, or otherwise do not address the material assigned. These essays lack basic organization and may be missing complete paragraphs, including a solid introduction and conclusion. A failing essay is riddled with grammatical and spelling errors. The vocabulary is not adequate, and the essay lacks voice and style. Quotes may not be included, and MLA format has not been employed. These essays often look like hasty first drafts.

Evaluation for Essay #1
 EWRT 1A/ Quintero
 Winter 2020

Name _____

A. Criteria	1-4	5	6	7	8	9	10
IDEAS: Student demonstrates clear understanding of essay purpose and topic, strong awareness of what the audience/reader needs to know about the topic, and is able to clearly convey his/her own and others’ experiences and ideas.							
ORGANIZATION: Essay is structured around a THESIS. Each paragraph focuses on one supporting POINT and follows the PIE structure. POINTS directly support thesis and are presented clearly. Essay has effective INTRO/CONCL.							
DEVELOPMENT: Points are developed with plenty of relevant examples, details, and evidence. Examples, details, and evidence are explained (analyzed) and are clearly linked to the thesis of the essay.							
MECHANICS: Student demonstrates control of sentence construction and avoids most syntactic, grammatical, and spelling errors. (run-on’s, fragments, verb usage, spelling, punctuation, etc.)							
STYLE: Student uses a variety of sentence structures, a strong voice, and effective vocabulary to convey his or her thesis and point of view effectively.							

V. Attendance & Participation

Given that we are currently in a budget crisis, De Anza college has reduced the number of 1A classes available to its students. Thus, there are eager students who are more than ready to take your place in the event you should miss any class. During the first two weeks, should you be absent without properly notifying me, you will be dropped. If you happen to miss more than three classes, there is a high probability of being dropped since each class is crucial to your success. Lastly, attendance coupled with participation accounts for a significant portion of your grade. Showing up is only half of the battle; please come prepared and bless us with your contributions.

VI. Plagiarism

Plagiarism means copying the writing of others without putting quotation marks around the words and telling your reader who originally wrote them. It also includes writing the ideas of others in your own words (paraphrasing) without explaining where you located those ideas. We use Modern Language Association (MLA) format in this class, and we will have some lessons on how to properly use this format. If you have any doubts about whether you might be plagiarizing or citing sources incorrectly, please consult with me.

VII. Late Assignments

Late assignments will be marked down one full letter grade for each class day the assignment is late. Furthermore, no late assignments will be accepted two weeks after the due date. Do let me know one class period ahead of a due date if you know of the drama which could prevent you from turning in your assignment on time. I will not provide you an extension on the due date, so plan ahead and let me know in advanced of any exceptional situation.

MLA GUIDELINES FOR ESSAY FORMAT

HOW TO PREPARE YOUR ESSAY

All of your final papers must be typed, in black ink, on white paper. You are to use standard 1-inch margins and a standard font, such as Times Roman or Courier, in 12 point. You are to staple your essay; do not use folders or plastic covers of any kind. Do not use paperclips.

HOW TO CITE QUOTES IN YOUR ESSAY (They Say/I Say Template)

You will be expected to use the MLA method when you use quotes in your essays. When you put a direct quote in your paper—that means that you take something from the book word for word—then you are to put the quote in “**quotation marks.**” After the quote and before the period of the sentence, you put the author's last name and the page number in parentheses:

“Dana was tired and slept for several hours” (Butler, 34).

If you are using a source that does not have an author's name, then provide a shortened title of the article and the page number.

“Dana was tired and slept for several hours” (“Thinking about Dana,” 34).

If you use a source from a Web site that doesn't show an author or title, use the Web domain name. Notice you probably will not have a page number from a Web site:

“Dana was tired and slept for several hours” (www.Butler.com).

You also need to cite any material that you paraphrase or summarize in your own words. That is, if you are presenting someone else's ideas or research, you must cite it. You use the same form as shown above, and you put the parenthetical citation at the end of the passage that is paraphrasing or summarizing.

For additional help on MLA format, consult www.mla.org.

